SPRING 2019

WESTERN MICHIGAN UNIVERSITY

W Magazine

Education at WMU

IN THIS ISSUE: **Building school leaders:** *Boosting student literacy*

IS A PRIVILEGE AND A
6
29
BRONCO

Hockey high-fives

Bronco hockey thrilled fans in 2018-19. The team completed its regular season run in third place in the National Collegiate Hockey Conference, tying the program's best finish.

Senior forward Colt Conrad, No. 29, particularly loves interacting with the youngest fans in Lawson Ice Arena.

“I still remember being in their shoes,” says Conrad, who recently signed a two-year contract with the Toronto Marlies, the American Hockey League affiliate of the Toronto Maple Leafs.

“When I was younger and went to watch hockey games, I would look up to the guys who were playing. And there were always one or two guys who would go out of their way to give a fist bump, throw a puck, or say a couple words. That's all it took to make my whole week. It may not seem like much, but as a kid, it was a big deal. It doesn't take much to reach up and tap them and, in a way, kind of thank them for being there.”

CONTENTS

8. Elevating Education for All

"WMU has been a driver in addressing the regional, state, national and global needs for educators for more than a century. Since its inception in 1903, WMU has impacted millions of lives through preparing committed and well-equipped education professionals."
—Dr. Ming Li, dean of the College of Education and Human Development

10. Building School Leaders: Boosting Student Literacy
An intense school leadership development effort aims to lift literacy in high-poverty schools

14. Tops at Teaching
An elementary school teacher, alumna and WMU instructor is Michigan's top teacher

16. Driven Educator Pays it Forward
She's pursuing a calling, not simply a career

22. Survive, Thrive, Care
A childhood burn survivor, a nursing student, a story that inspires

24. Campus K-9s
Two four-legged rookies have joined WMU's police force

26. Next-Level Learning
Waldo Library's Virtual Reality Lab offers revolutionary learning

4. University News

20. Expert Insights

28. Why I Give

30. Classnotes

31. In Print

32. In Memoriam

Executive Editor
Paula M. Davis

Contributing Editorial Staff
Zinta Aistars
Jeanne Baron, M.A. '89
Chris Killian, B.A. '01
Deanne Puca
Catherine VanDerMaas, B.A. '06, M.A. '09
Teresa Ventimiglia

Art Director
Kim C. Nelson

Creative Team
Mark Bugnaski
Madeleine Fojtik, M.A. '12
Debbi Kreps, B.S. '88
Shelli Osterhout

Production Staff
Bradley Horstman

Contributing Photographer
Monty Brinton/CBS
Mike Lanka

Questions or Comments?
Contact Paula M. Davis at paula.davis@wmich.edu

Frequency
The *W Magazine* is published quarterly. It is owned by Western Michigan University, 1903 W. Michigan Ave., Kalamazoo, MI 49008-5433. Views expressed in the magazine are not necessarily those of the University. WMU is an equal opportunity/affirmative action institution and a member of the Association of Public and Land-Grant Universities as well as the Council for Advancement and Support of Education.

On the cover: Third-grade teacher and WMU alumna Jill Palmer with her students Audrey Dennis and Cherrity Wilson at an elementary school east of WMU

Dedication

When Ashlee Thompson was a student in Benton Harbor, Michigan, her teachers were her support system. For the love of community and kids, she has returned to the struggling district to serve as a teacher and exemplar. "I want to be a role model and tell kids nothing is out of their reach, even if they come from a challenging place."

Dear Friends,

Featured in this edition of the *W Magazine* are stories from our College of Education and Human Development.

We take great pride in the University's role in advancing K-12 education through our research, school leadership development expertise, and preparation of talented teachers and other scholastic professionals.

One of the college's instructors, Laura Chang, who also teaches second grade in a local elementary school, is Michigan's teacher of the year for 2018-19. Her district's superintendent says she is a "classroom teacher who principals rely upon, parents lobby for, colleagues admire and enjoy working with, and students love."

Do you recall the first schoolteachers who encouraged your learning? Are there lessons they taught or experiences they created in their classrooms that continue to benefit you to this day? Or perhaps you remember a school principal as your difference-maker.

My mind goes back to third grade and Mrs. Straukler, who took me on an exploration of science and knew just how to excite and cultivate my curiosity. There was also Mr. Sullivan, my fourth-grade math teacher. He helped nurture my love for math and played an early but significant part in encouraging inclinations that later led me to a career as an economist and a professor.

These early influencers, these teachers, not only schooled me in subjects, they helped set a solid foundation for a lifetime of learning and meaning. That's what educators do for millions of students every day. It's a high calling. It's crucial work. And it deserves to be lauded.

Over the past century, thousands of would-be educators have come to WMU to acquire the skills necessary to do the crucial work of helping children thrive in schools across the country and the world. They graduate prepared to improve the lives of their pupils, and they do. Please join me in saluting them.

Best wishes,

Edward Montgomery

Edward Montgomery, Ph.D.
President

Engineering helps enhance mobility for veterans

Expertise in the College of Engineering and Applied Sciences is being tapped as part of a project to bring an autonomous electric shuttle to a Veterans Affairs Medical Center.

The $2.2 million project—New Autonomous Mobility Vision for Michigan—is funded through the $8 million Michigan Mobility Challenge announced in 2018 by Michigan's former Gov. Rick Snyder before he left office. The challenge addresses transportation gaps for seniors, veterans and people with disabilities and includes a vehicle that is driverless, disabilities accessible and produces zero emissions.

The autonomous electric shuttle can hold up to four passengers at a time, or a wheelchair rider with two passengers.

The project is a collaboration with Pratt & Miller Engineering, the project lead, WMU; the University of Michigan; Kevadiya Inc.; Robotic Research; Comet Mobility; and Easterseals.

"Our role in the project is to provide autonomous vehicle simulation analysis, environment mapping, and testing support in the western Michigan region," explains Dr. Zach Asher, the principal investigator for WMU's portion of the project and an assistant professor of mechanical and aerospace engineering.

Asher says the autonomous electric shuttle will provide veterans with extended hours of service at a VA medical center campus in Battle Creek, a community about 20 miles east of WMU, and make it easier for them to order and schedule services.

The technology does not utilize a driver, pedals or a steering wheel. However, there will be a safety operator in the vehicle at all times to take control, if needed, Asher explains. The vehicle can hold up to four passengers at a time, or a wheelchair rider with two passengers.

"New autonomous technology can fill this mobility need now, and completing this project has the added benefit of enabling larger future projects that fill other mobility needs throughout western Michigan," Asher says. "With WMU's ever-expanding network of high-profile collaborators, we will be able to continue pushing innovative and practical automotive research."

The project will involve making updates to WMU's Automotive Lab, including setting up new computer workstations that can run vehicle design software and autonomous control simulations, updating a chassis dynamometer to run more advanced tests, and installing an electric vehicle charger. ■

Proven leader joins WMU as VP for development and alumni relations

Following a national search, Kristen R. DeVries, previously vice president for university advancement at Lawrence Technological University, joined WMU as vice president for development and alumni relations in January. She also will serve as executive director of the WMU Foundation.

DeVries

DeVries fills a critical role at WMU, joining the enterprisewide effort to advance the strategic direction of the University.

In leading WMU's Office of Development and Alumni Relations, she will oversee a comprehensive fundraising campaign; manage corporate, foundation and major gifts; and preside over all other fundraising activities. She also will be responsible for alumni engagement activities, as well as promoting engagement with faculty, staff and students.

As executive director of the WMU Foundation, she will work closely with WMU's president and with the WMU Foundation Board of Directors to set and meet fundraising goals.

"With Western Michigan University's leadership on such an impressive trajectory, it's a tremendous time to join the University and to engage even more constituents in the great future ahead of us," DeVries says.

"I'm very impressed by the quality of WMU's development and alumni relations professionals, as well as that of the faculty, deans and other academic leadership. I feel honored that I've been asked to join such an excellent group."

Prior to being tapped by WMU, DeVries led all fundraising and alumni engagement activities at LTU. She first joined the Southfield, Michigan, university in 2016.

During her tenure there, she increased the level of giving every year. In addition, the university experienced a record-setting increase in the number of individual donors, social media engagement increased tenfold, and new technologies such as text to give and crowdfunding were implemented.

Previously, DeVries served as senior associate vice president for strategic engagement and advancement operations at Drexel University; associate director of relationship management, operations and performance improvement at the University of North Texas; and an administrator in fundraising-related posts at the Boys & Girls Clubs of Greater Dallas, National Jewish Medical & Research Center, and Texas Scottish Rite Hospital for Children. ■

Dunbar Hall to be transformed with $40 million renovation

Dunbar Hall, one of the most heavily used classroom buildings on main campus and home to more than a dozen academic programs, is slated to undergo $40 million in renovations.

The project to majorly modernize Dunbar involves stripping down the 78,000-square-foot, nearly 50-year-old building to its structural skeleton and creating an interior that meets contemporary educational needs.

The overhaul includes completely reconfigured classroom layouts, additional student workspaces, and major technology upgrades for teaching and learning spaces.

"Without a doubt, we will benefit from having modern technology in classrooms that will allow our faculty to use innovative, active learning strategies that are difficult to implement in small classrooms designed in the late 1960s," says Dr. Carla Koretsky, dean of the College of Arts and Sciences, which has many programs in Dunbar.

The renovation also includes all new electrical, mechanical, heating and cooling, fire suppression, and alarm systems.

Some $30 million from the state of Michigan and $10 million in funding raised by the University, including through philanthropic support, will pay for the renovation.

The project is set to begin in the spring of 2020 and be complete in time for fall classes in 2022. The newly modernized facility will be energy efficient, designed for sustainability and renovated with the intent to achieve LEED Gold certification. ■

Stars of "The Neighborhood" pose with Buster Bronco. From left to right, Marcel Spears, Cedric the Entertainer, Buster, Max Greenfield and Sheaun McKinney.

Buster Bronco featured on CBS comedy 'The Neighborhood'

WMU and its beloved mascot, Buster Bronco, were featured in an episode of the CBS comedy "The Neighborhood" in March.

Starring Cedric the Entertainer as Calvin Butler and Max Greenfield as Dave Johnson, "The Neighborhood" depicts two newly neighbored families getting to know each other in a Los Angeles community. Dave hails from WMU's hometown, Kalamazoo, but he moved his family from Michigan to LA.

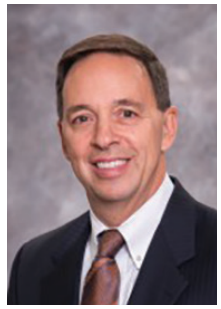
In the March 25 episode, WMU's basketball team is taking on the University of Southern California Trojans during March Madness. While Dave demonstrates his fanatical love for the Broncos, Calvin's fandom is with the Trojans. Comedy ensues as each fan rallies for his team.

The full episode is available on the sitcom's website, cbs.com/shows/the-neighborhood. ■

Buster was busy behind the scenes on "The Neighborhood" set.

Sanford Center for Financial Planning and Wellness celebrates grand opening

The University recently celebrated the opening of the Sanford Center for Financial Planning and Wellness in the Haworth College of Business.



Sanford

This center was established with a generous multimillion-dollar gift by alumnus Todd Sanford, CEO and founder of Sanford Financial Services of Portage, Michigan.

Through the center, trained students will provide financial advice and resources to fellow students and community members, under the supervision of experienced financial planners and faculty.

The center also seeks to build the financial planning talent pipeline by engaging students in WMU's personal financial planning major. The financial planning industry has a couple of significant issues facing its future—a shortage of qualified employees and a need for a more diverse workforce, including women and individuals of color. Those are areas where the center will have a significant impact through student outreach.

"Through research, we know that there is a critical need for certified financial planners and their services. The center will make both the personal financial planning major and the services of financial coaches more accessible," says Dr. Jim DeMello, chair of WMU's Department of Finance and Commercial Law. "This access is critical for our community and our country. We are so grateful to Todd for his generosity in making this center a reality."

A veteran in the field, Sanford has been honored on *Barron's* Top Advisors List on multiple occasions, the *Financial Times* 400 List as a Top Advisor and *Forbes Magazine's* State-by-State List of Top Advisors. He also has been recognized as a Top 10 Financial Advisor at Raymond James for the past 12 years, out of more than 6,000 advisors.

He has had a 35-year affiliation with WMU, including his time as a finance student in the 1980s, a stint as an adjunct professor of finance, and now as an advisor to a variety of campus programs as well as the new center. Sanford has received the Department of Finance and Commercial Law Outstanding Alumni Award and the Haworth College of Business Outstanding Service Award.

His vision for the center in the college of business is to develop a resource that provides an integrated approach to personal finance and financial health in the region, with the goal of one day becoming a national model. ■

NCAA honors Bronco football for superior sportsmanship

The 2017 football team has earned a 2018-19 NCAA sportsmanship award. WMU is the first institution in the history of the Mid-American Conference to win this prestigious honor.

Bronco footballers were recognized for their role in the 2017 game at the University of Southern California, in which blind Trojan long-snapper Jake Olson took his first collegiate snap.

Each year, the NCAA Committee on Sportsmanship and Ethical Conduct recognizes displays of superior sportsmanship. Any moment of sportsmanship across all NCAA-sanctioned sports can be nominated under its award program.

Established in 1999, the program recognizes a male and female award recipient from Division I, II and III, as well as one former or current coach or administrator. WMU won in the male recipient category for Division I schools.

"We are very humbled to receive this award for our small role in Jake Olson's incredible moment," says WMU head coach Tim Lester. "I'm proud of our players for doing something bigger than the game. Credit also goes to Coach Helton and his USC Trojans."

Lester received a special request from No. 4 ranked USC's head coach Clay Helton prior to the two programs' 2017 season opener. Helton asked Lester for his help in allowing Olson a free attempt on an extra-point snap during the upcoming game. The two coaches reached the agreement that each team would not rush an extra point attempt during the game.

Olson, born with cancer in his retinas, lost his right eye at age 10 and his left eye at age 12. However, Olson worked to live out his dream to play football, becoming a letter winner at USC.

In the 2017 game, WMU was giving the fourth-ranked Trojans all they could handle as the game was tied at 28-28 with seven minutes left in the fourth quarter, so Olson's moment was held until the end of the game. With 3:13 left to play, USC had finally built a cushion that would hold for the eventual win. Helton gestured across the sidelines to Lester to give the sign, and Olson was sent onto the field following the Trojans' final touchdown.

Before that moment, Lester had kept the deal a secret from his players and his staff.

"I had 10 seconds to bring the players over and clue them in as to what's going on," Lester says. "I told them the situation, what it meant and what it stood for.

"They said, 'Yes, sir,' and there was never any hesitation from our team. You could feel the energy and how special that moment was. Olson put the snap right on the money. I was proud of him and proud of our players." ■

Elevating education for all

WMU was established more than 115 years ago as a "normal school," a preparatory school for individuals dedicated to educating pupils during their critical formative years.

Education at WMU

Since its founding, what was once Western State Normal School has evolved to offer a wide variety of academic disciplines and is today one of the nation's comprehensive research universities.

But far from forgetting its roots, WMU has seen its teacher-education enterprise likewise grow in complexity over the decades. Moreover, the University's heritage in helping to support and engender high-quality K-12 education remains a strength and a source of pride for WMU, which has conferred thousands of education degrees.

The College of Education and Human Development graduates go on to teach and lead schools across the country; and the college's faculty members are also engaged in research and service designed to improve outcomes for teachers, pupils, school districts and entire communities.

From offering at-risk middle schoolers social and emotional support services to creating literacy-improvement programs to educating career changers who want to become classroom teachers, the college's expertise in teaching and learning is making a meaningful difference.

Among the college's latest major undertakings is a three-year effort aimed at intense school leadership development in 76 high-poverty schools in 20 Michigan counties.

Funded by a $12.5 million U.S. Department of Education grant, the High-Impact Leadership for School Renewal Project is aimed at two major outcomes—developing a strong pool of practicing school leaders and improving student achievement through literacy.

"WMU has been a driver in addressing the regional, state, national and global need for educators for more than a century," says Dr. Ming Li, dean of the College of Education and Human Development.

"Since its inception in 1903, WMU has impacted millions of lives through preparing committed and well-equipped education professionals with its diverse program offerings, innovative educational practices, and diverse and challenging educational experiences." ■

The college enrolled more than 3,500 students in the 2018-19 academic year, including more than 1,400 students pursuing a master's degree, doctoral degree or graduate certificate.

More than 77,000 have earned a credential from the college.

The college ranked No. 3 in the state of Michigan for graduate schools in education, according to *U.S. News & World Report*.

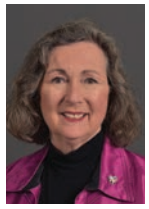
Michigan school principals ranked 98 percent of new teachers prepared at WMU as "effective" or "highly effective" in 2017-18.

The college was awarded more than $18 million in federal grants during the 2017-18 academic year, including a $12.5 million High Impact Leadership for School Renewal grant, a $2.6 million grant to provide comprehensive professional development for pre-service and in-service teachers seeking to earn an English as a Second Language endorsement, and a $1.2 million grant to fund the preparation of 24 master's degree level special education teachers and behavior analysts to serve the educational needs of students on the autism spectrum.

Learning: Audrey Dennis and Cherrity Wilson, third-graders in alumna Jill Palmer's classroom, practice the skill of finding details from a story to support a main idea. Their school, Galesburg-Augusta Primary School, is in a small community east of WMU.

Building school leaders:
Boosting student literacy

Growing up in a family who loved to read, Dr. Patricia Reeves, professor of educational leadership, research and technology, recalls taking that ability to read for granted.


Reeves

Shen

Surely every child loved plucking a book from the book shelf and sitting down with it to become immersed in the power of words.

It was only when Reeves began tutoring children with learning disabilities and teaching elementary school that she began to understand the problem of illiteracy among children.

"No one loved the written and spoken word more than my mother," says Reeves, a three-time WMU alumna. "She was always reading to my sister and me. I thought that's how it was for all children, but when I taught in the classroom, I began to see what kids were missing."

Through her career as a teacher and leader in education, her focus has become ever more concentrated on literacy. After serving as superintendent at Vicksburg (Michigan) Community Schools, where she undertook a successful literacy program, Reeves came to WMU 14 years ago to work on literacy programs alongside Dr. Jianping Shen, the John E. Sandberg Professor of Education and the Gwen Frostic Endowed Chair.

And then it happened. "I call it stars aligning. Yes, the stars aligned around this project," Reeves says.

In October 2017, Reeves and Shen were awarded one of the single largest grants received at WMU. A $12.5 million grant from the U.S. Department of Education funded the High-Impact Leadership—HIL—for School Renewal Project.

"The HIL Project was funded for three years and put in the queue for the next two," Reeves says. "Which means we won't have to reapply, depending on the results we achieve in these first years."

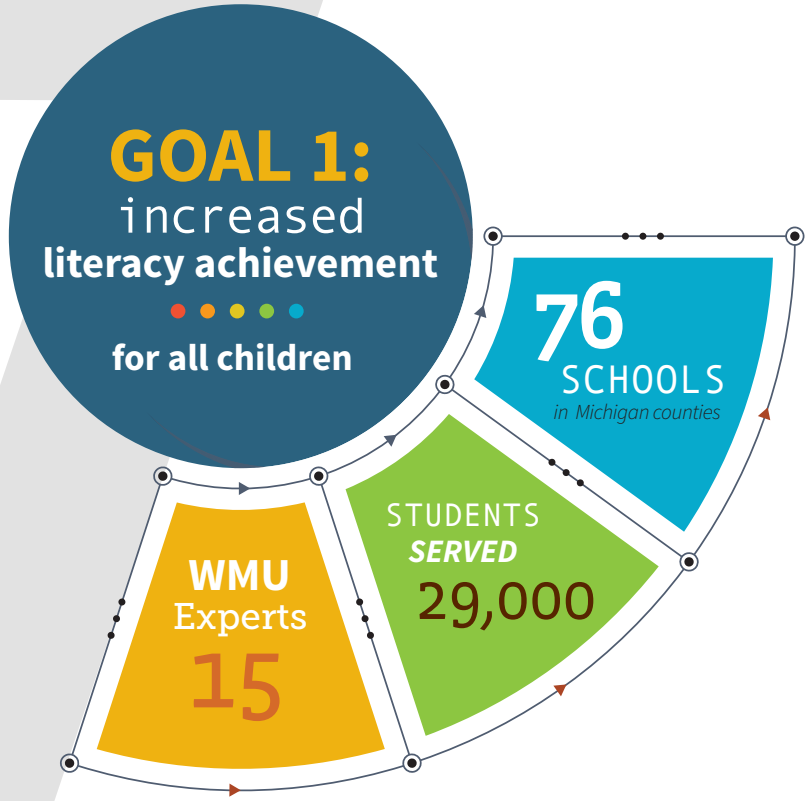
The HIL Project goal is to develop strong school leadership for school renewal with a focus on literacy. The project supports the principals and teacher leaders—high-achieving teachers who may become principals at some point—in 76 schools in 20 Michigan counties. Supported by 54 implementation facilitators and six field coordinators, the HIL Project is a collaborative effort with two Michigan state initiatives, Reading Now Network—RNN—and the General Education Leadership Network—GELN.

"Our team goes into these schools to work with school leadership and staff and develop a mission, or purpose, around literacy," Reeves says. "We involve the

Debriefing: From left to right, Theresa King, a HIL Project facilitator; Kim Jankowski, second-grade teacher; Chad VanDyk, third-grade teacher; Justine Boniface, second-grade teacher; and Shaun Sportel, Galesburg-Augusta Primary School principal, discuss their observations of a third-grade classroom.

The HIL Project goal is to develop strong school leadership for school renewal with a focus on literacy.

To learn more about the HIL Project, visit hilwmu.org.



whole school to generate excitement. We work toward a multi-layered understanding of what the school is currently doing and how to improve upon that, digging deep into school data, how the school is using its resources."

They also aim to understand the students, the community around the school, staff capacity, and they assess where schools are in terms of literacy.

The 76 schools in the initial cohort will be compared to a second cohort of 76 schools as a control group. The second cohort will be eligible to participate in the HIL Project, with the extension of funding, after the initial years of the project.

Schools are in part chosen based on their literacy performance and how many students are using free or reduced lunches.

The project began with more than 350 volunteers statewide making instructional rounds, each spending a full day in each school to develop an individualized assessment of the school and its "growth edges," those areas where growth can and should happen. Literacy essentials, a tool developed by GELN, were used to identify areas on which to focus. The literacy essentials are a set of 10 research-supported coaching practices that help teachers meet the challenges in their classrooms that can lead to improved literacy.

"Our approach is one of integrity and fidelity," Reeves says. "Integrity means the implementation of the essentials are those that best fit the schools based on our assessment. Fidelity means adhering to that essential research-based, sustainable-literacy model."

Going for growth

Julie Scott is a principal at Sand Lake Elementary. Her school was chosen to participate in the HIL Project because state assessment scores were in a range

"Right now, only about 30 to 40 percent of our student body rates as proficient on state assessment tests. Our goal is to achieve 50 to 75 percent. Of course, 100 percent is a dream we would love to achieve."

—Julie Scott, principal

> “We’ve been missing that joy of reading, and the HIL Project is helping us to restore that. You have to learn to read, then read to learn. Reading is the foundation for all learning.”
>
> —Shaun Sportel, principal

that signaled a need for help, and about 60 percent of her students receive free or reduced lunches.

“Right now, only about 30 to 40 percent of our student body rates as proficient on state assessment tests,” Scott says. “Our goal is to achieve 50 to 75 percent. Of course, 100 percent is a dream we would love to achieve. There are schools that have accomplished this—we fall into the average range—and we are studying best practices in those schools so that we, too, can become leaders.”

Scott learned that one of the growth edges for Sand Lake Elementary was parental involvement.

“Our students fall below national poverty lines, and they need basic resources,” she says. “We partner with area churches to get them meals on weekends. Apathy often comes with poverty. Communication strands between everyone can be challenging, too. When the HIL people did a walk-through to identify our areas for improvement, they saw that we have the books, but getting books into the hands of students is more difficult. We are also looking at the learning gap that happens in summer—we need parental help for that.”

The value of working with the HIL Project, Scott says, is to have an accountability partner to keep a busy principal on task to achieve goals.

“It’s easy to get distracted when you have a whack-the-mole school day,” Scott says. “HIL keeps us focused.”

Shaun Sportel, principal of the Galesburg-Augusta Primary School, learned about the HIL Project from his superintendent and was eager to get involved. The school, on the cusp of academic performance and low income, fit both categories required.

“When the implementation facilitators came through for an instructional round, they gave us three suggestions where we could improve,” Sportel says. “We put together a leadership team from our staff to work with a facilitator on a weekly basis, and we developed a staircase to success by looking at literacy essentials to see what we were missing.”

The school’s plan for improvement included designated time for students to read, an uninterrupted literacy block of time with consistent materials across classrooms and grades. No matter where the students moved throughout the school, they now find plenty of books awaiting them. Another growth edge identified was about engaging students by making small, purposeful reading groups that use phonics.

“We’ve been missing that joy of reading, and the HIL Project is helping us to restore that,” Sportel says. “You have to learn to read, then read to learn. Reading is the foundation for all learning.”

Sportel says what he values most about the HIL Project is that the team is developing his best teachers into literacy experts, giving the school a strong foundation to build literacy long after the program ends.

Theresa King is one of the implementation facilitators who provides support to school principals. She is a literacy consultant and coach from the Kalamazoo Regional Educational Service Agency, or K-RESA. Every Wednesday, she visits Shaun Sportel at Galesburg-Augusta Primary School.

“I’m always thinking about sustainability,” King says. “This is a 3- to 5-year plan, but the school teams must continue after I’m gone. A powerful part of the HIL Project is that it builds leadership inside the schools that doesn’t apply to one person, but to many, so that no one burns out. We are going to change outcomes by focusing on teacher expertise and a system approach.”

Michigan is in crisis, King says, citing scores of 44.4 percent literacy among third-grade students, putting the state in 41st place in the nation.

“One of the ways we instill love of reading among children is to enhance the classroom environment,” King says. “The children are taking ownership of their own libraries, choosing their own books. And teachers are learning, too. Our walk-throughs are not ‘gotcha’ moments. If at first teachers are thinking about how students learn, they come to realize they need to learn, too.” ■

Angelo

ALUMNA, WMU INSTRUCTOR, ELEMENTARY SCHOOL EDUCATOR

Michigan's top teacher

You could say that Laura Chang has teaching in her blood.

From Frankenmuth, Michigan, she came to WMU in 1995 to pursue an education degree. And she comes from a family chock-full of educators, including her father, who taught for 40 years.

Now, she's taking that generational passion to teach from her classroom to a much larger audience. In May, Chang, a second-grade teacher at Sunset Elementary School in Vicksburg, was named the 2018-19 Michigan Teacher of the Year by the state Department of Education.

"It's a huge honor," says Chang, adding that she relishes the opportunity "to be an ambassador for education and share my vision with students and educators all around the state who care about kids."

Chang, the first teacher ever from the University's home county to achieve the top-teacher title, earned bachelor's and master's degrees from WMU before going on to teach in the small southwest Michigan community.

She was chosen for the honor after a multi-stage process that began with more than 430 teachers being nominated by students, staff and community members and included being one of the 10 people from that pool to be named a Michigan Regional Teacher of the Year. A panel of statewide education stakeholders interviewed the regional winners before naming Chang as its top pick.

She also serves as a part-time instructor at WMU in the Department of Special Education and Literacy Studies.

Remarking on Chang, State Interim Superintendent Sheila Alles says, "Educators like Ms. Chang are key in moving Michigan to become a top-10 education state in 10 years. She is knowledgeable and provides relevant and meaningful teaching and learning experiences to her students. She is a compassionate, positive and inspirational role model."

Vicksburg Community Schools Superintendent Charles Glaes adds that Chang is "that rare classroom teacher who principals rely upon, parents lobby for, colleagues admire and enjoy working with, and students love."

As the state's top teacher, Chang chairs the Michigan Teacher Leadership Advisory Committee, comprised of each year's cohort of regional teachers of the year. She also has a nonvoting seat on the State Board of Education during its regular monthly meetings and travels the state speaking to education stakeholder groups.

Creating a climate of equity—both in her classroom and now statewide—is a main part of her professional paradigm. Every child should receive exactly what they need in the classroom, she says.

"As educators, we have a responsibility to meet students where they are," she says. "Every child comes to school from a different set of circumstances, and it's our job to tailor our teaching to meet their individual needs. Each and every child matters and deserves the best possible education we can provide them."

In addition to promoting equality and access, Chang says she also wants to focus on new teacher retention and K-3 literacy skills in her new role.

Her new title also allows her to become a de facto ambassador for the WMU College of Education and Human Development, a role she relishes.

"Western has always been known for having a strong teacher-training program," she says. "I can attribute a lot of my success to the training I received at WMU." ■

"I want to be a role model and tell kids nothing is out of their reach, even if they come from such a challenging place."

Driven educator pays it forward

For the love of kids and community

Ask any teacher and they will likely tell you: teaching is much more than a job. An educator is a mentor, a counselor, a supporter and an instiller of knowledge. To put it succinctly, it's not a career. It's a calling.

When Ashlee Thompson was a student in the Benton Harbor school system, her teachers were her support system. Growing up in a home with three siblings and a single mom who was constantly working to keep the family financially afloat, she got very little support from home.

"My mom loved us, but there just wasn't enough time for her to be there emotionally," she says. "We needed the school system for support. I had great teachers who steered me in the right direction. I can see now the importance of having role models at school when you're not getting it at home."

Hull's halls: WMU teacher-intern Ashlee Thompson, pictured on page 16, feels a special kinship with the students in Benton Harbor's International Academy at Hull. She was once a student in the district. "I want to support these kids like my teachers did for me."

Now it's Thompson's turn to inspire and support. And she's doing it in her home school district, one of the most economically challenged school districts in the state. But there is nowhere else she'd rather be, she says. She's currently finishing her yearlong internship at International Academy at Hull, where she teaches third grade, and will graduate in April. She says she's been told a full-time job teaching somewhere in the district is there for her in the fall.

Heading to college after high school was rare in Benton Harbor, she says. But Thompson did, enrolling at Wayne State University for the 2006-07 academic year. She thought about being a doctor, and studied biomedical sciences there, before dropping out after her freshman year.

"I didn't really know what I wanted to do. My heart wasn't in it. I was career shopping," she says. She decided the best move was to come home. Back in Benton Harbor, she worked at a hotel, then got her certified nursing assistant license and worked at a long-term nursing facility, thinking about becoming a registered nurse.

But there was something about teaching that piqued her interest. She took classes at Lake Michigan College before transferring to WMU's College of Education and Human Development. Along the way, she had two children, and like her mom, has had to negotiate the challenging path of life as a single parent.

Being committed to Benton Harbor "says a lot about her passion for teaching," says Dr. Lynn Nations Johnson, a professor of elementary education who taught Thompson and also mentored her through her pre-internship experience.

"She has a set of skills and an understanding of the lives of kids there. She had a life like them. She has been able to bring her own experiences to the classroom and connect with her students in a very authentic way."

The college is deeply committed to inspiring and motivating future teachers to have a deep sense of social justice and an awareness that public education is a main instrument for promoting equality in the lives of young people, Thompson says.

"That idea is woven into all of our courses—that all human life is valuable —and that as educators we need to build relationships with kids and their families and be aware of their needs so those kids can thrive," she says. "We are committed to this. So is Ashlee."

Johnson adds, "Ashlee is an advocate for people whose circumstances are less than ideal. She is keenly aware of inequities in society. She has an awareness of how socioeconomics, race and other cultural issues impact the way a child learns. She's been there. She's lived it. Once I understood that, I knew where her commitment and awareness came from."

Thompson says she was initially nervous transferring to WMU because it was so much larger than LMC, but "the classes were small, the professors were personable and I knew they had an interest in learning about me. It didn't have that university feel. I had a whole different experience than my time at Wayne. I felt nurtured at WMU."

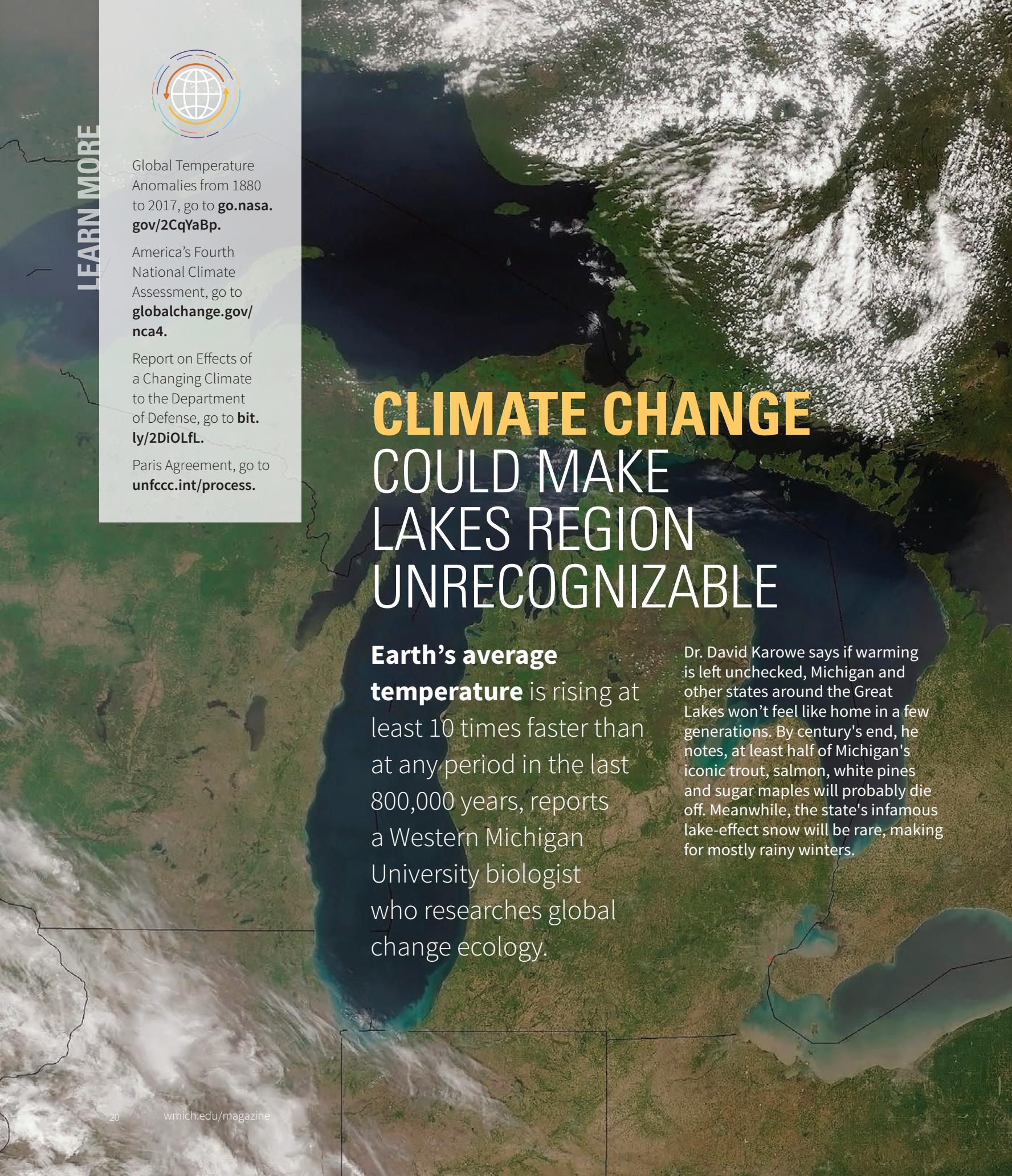
At WMU, she was given the skills to succeed as an educator, she says. But in many ways, she was already prepared to be a teacher.

"My kids' backgrounds were my backgrounds," she says. "I was a kid here; I went though the same things. I would have hated it if someone had written me off. No matter how hard this is, I will be here for my students. I want to support these kids like my teachers did for me.

"I am paying it forward. I am giving back. I want to plant a seed in kids to make better decisions. When we grew up, we were never encouraged to be teachers. It was pre-med or pre-law. That was out of reach because we didn't have the money. But I want to be a role model and tell kids nothing is out of their reach, even if they come from such a challenging place." ■

Let it snow

Faith Chan, a visiting student from Hong Kong, is a music major and plays the clarinet in the WMU Wind Symphony. Her excitement shows as she experiences snow for the first time, a scene captured on campus in early January.



LEARN MORE

Global Temperature Anomalies from 1880 to 2017, go to **go.nasa.gov/2CqYaBp.**

America's Fourth National Climate Assessment, go to **globalchange.gov/nca4.**

Report on Effects of a Changing Climate to the Department of Defense, go to **bit.ly/2DiOLfL.**

Paris Agreement, go to **unfccc.int/process.**

CLIMATE CHANGE COULD MAKE LAKES REGION UNRECOGNIZABLE

Earth's average temperature is rising at least 10 times faster than at any period in the last 800,000 years, reports a Western Michigan University biologist who researches global change ecology.

Dr. David Karowe says if warming is left unchecked, Michigan and other states around the Great Lakes won't feel like home in a few generations. By century's end, he notes, at least half of Michigan's iconic trout, salmon, white pines and sugar maples will probably die off. Meanwhile, the state's infamous lake-effect snow will be rare, making for mostly rainy winters.

A professor of biological sciences, Dr. David Karowe teaches courses about the biological consequences of climate change and researches the potential ecological consequences of elevated atmospheric carbon dioxide. His research findings motivated him in the late 1990s to start actively sounding the alarm about Earth's unprecedented warming.

Karowe

A key way he's been doing that is by sharing his knowledge of climate change, including in numerous public presentations to groups across Michigan and nearby states. One of his more recent talks, "Effects of Climate Change on the Great Lakes Region," turns the spotlight on this important portion of the Midwest.

"I consider it part of my social responsibility to share factual information that matters to people and to share it in a way that's accessible to non-scientists," Karowe says. "The hope in giving a talk is that at every one, some people in the audience will act as conduits for this information to a wider audience."

Degrees matter

Karowe acknowledges that the year 2100 sounds like a long time off. But he says people need to realize it won't be long before humans lose the ability to prevent the catastrophic consequences of climate change.

We really only have about a decade to start making substantial progress in slowing down warming," he says.

NASA provides an example of the urgency through a time-series progression of color-coded maps that display modern thermometer readings taken from around the world. Called Global Temperature Anomalies from 1880 to 2017, the video graphically shows Earth experienced moderate warming from about 1900 to 1940 and the planet has been warming dramatically since 1975.

Karowe says the Great Lakes region hasn't been immune. Temperature here has been climbing at about the same rate as the planet's—1 degree Celsius (1.8 degrees Fahrenheit) in a little more than 100 years, but the rate of warming has tripled since 1980. Moreover, the past five years are, collectively, the warmest years in the modern record.

In addition, the amount of carbon dioxide in the atmosphere is also increasing at an unnerving rate. Carbon dioxide ranged from about 180 to 280 parts per million from 800,000 years ago until 1950, when it broke 300 ppm. This greenhouse gas now stands at about 408 ppm, Karowe says, and will be about 950 ppm by 2100 if the world follows business as usual—burning fossil fuels and only slowly adding in small amounts of wind and solar energy.

"The current amount of carbon dioxide is higher than what Antarctica ice cores show has been in the atmosphere during the past 800,000 years. If we don't slow down emissions, the average global temperature will rise somewhere between eight and 10 degrees Fahrenheit," Karowe says.

"Does 10 degrees matter? We don't know what Earth was like the last time it was that warm, because that was 55 million years ago. But we do know what it was like when the planet was 10 degrees cooler. That was 12,000 years ago and Michigan was under almost a mile of ice."

Who dunnit?

The only natural factors impacting Earth's climate are debris from volcanoes and incoming solar radiation. The planet warms up when volcanic debris blocks out sunlight, warms up when more solar energy hits it and cools down when less solar energy hits it.

Karowe stresses that it takes thousands of years for the Earth to cycle through the movements that affect incoming radiation—100,000 years in the case of the time it takes the planet to complete one of its elliptical orbits around the sun. So, he says, that category of natural cycles can never change Earth's climate in the span of a mere century.

"Climate models indicate that natural factors, alone, would have caused the planet to cool slightly since 1900. In contrast, if the models include human influences such as greenhouse gas emissions and deforestation, they explain virtually all of the warming since 1900," Karowe says.

"So, it's actually quite clear. Earth is warming because of us. There is a time for skepticism in any field of science. It's when you don't yet have the answers or when the evidence isn't strong enough. But we're well past the time when skepticism is appropriate in climate science."

Scientists can gauge how natural climate factors affect Earth's temperature because studying ice cores has allowed them to compile a near-annual record of global temperature for the past 800,000 years. That data is part of the reason Karowe says 97.5 percent of the experts—the climate scientists themselves—agree that climate change is entirely or mostly due to human activity.

The estimate is that about 80 percent of human influence on warming comes from burning fossil fuels while 20 percent comes from cutting down forests, especially tropical forests, which act as sponges pulling carbon dioxide out of the atmosphere.

To avoid disastrous climate change, Karowe says the world needs to run as much as possible on electricity that's created from renewable energy sources. Right now, four-fifths of energy in the U.S. comes from fossil fuels. Notably, humans put the most carbon dioxide in the air by burning oil, nearly all of it in the form of gas for transportation. Less than 10 percent of the nation's total energy comes from renewable sources, and of these, wind, solar and geothermal amount to less than 3 percent.

What to do

Karowe knows eliminating U.S. dependence on fossil fuels can't happen immediately, so he advocates adhering to the U.N. climate agreement the United States signed in Paris in 2015 but then withdrew from in 2017. The Paris Agreement has countries in the short term collectively limiting warming to 2 C and in the long term limiting warming to 1.5 C.

Each signing nation pledges action to lower its carbon footprint, with industrialized countries providing technical and financial assistance to help developing countries meet their pledges, and all nations periodically reviewing each other's efforts. It's hoped that together they'll ratchet up their efforts so greenhouse gas emissions will peak in a few decades and the world will produce net-zero emissions in the second half of the century. ■

SURVIVE THRIVE CARE

"The nurses who took care of me never looked at me as a victim or person defined by my scars. They inspired me to look into health care."

Brianna Bolinger spent months recovering in a burn unit in 2001 after an accident at her family farm. Today, the nursing student volunteers at Bronson Methodist Hospital's trauma unit in downtown Kalamazoo.

As a burn survivor, athlete, student and ultimately, caregiver, Brianna Bolinger has a compelling story she willingly shares to inspire others. The junior says she draws on her strength from those who have supported her to become an international competitive baton twirler and future nurse.

Those who know her best, including Kyle Keiser, WMU's Bronco Marching Band visual coordinator, say Bolinger's strength, character and grit are just part of who she is.

"As an elite coach who spends hours one on one with her athletes, I get a window into who they are and how they do things, like few do," says Keiser, a World Baton Twirling Federation judge and coach. "I get to see them challenged and try to rise. I get to see them struggle and sometimes fall. I get to see them strive to succeed. And, I get to lead them through a process that tests the mind, body and spirit like only sport can.

"With this are the emotions of performance, practice and competition. With talent must come determination, discipline and a vulnerability to be willing to be tested by your coaches, your competition and your own self. Brianna has weathered every storm of elite competition and performance."

Bolinger's resilience led her to become one of three Bronco baton twirlers who, until this past fall, performed with two or three fire batons at once. This despite the fact that an explosion that occurred when she was 3 years old left her with scars from third-degree burns on 60 percent of her body.

"Growing up and looking at my life, I started looking at my faith, my high school, and that I wanted to be that person who actually changes things and not just gets by," she says.

"The nurses who took care of me never looked at me as a victim or person defined by my scars. They inspired me to look into health care."

Bolinger spent two months in recovery at the burn unit in St. Joseph Hospital in 2001 after an accident at her family farm in Markle, Indiana.

One of the greatest concerns doctors had was her flexibility due to contractures which are formed from skin grafts that get tight over points of flexion like joints. Bolinger's mother, a former baton twirler herself, enrolled her daughter in baton twirling classes to help with flexibility.

What started as therapy and recreation grew into a desire to compete, and Keiser began coaching Bolinger when she was 9 years old.

Under Keiser's coaching, Bolinger won four national twirling titles, her first in 2010 and continuing throughout high school. In 2015 and 2017, she qualified for and competed on Team USA in the International Cup Championships in Canada and Croatia and placed fourth both times.

Kalamazoo became "a second home to me," says Bolinger, as she traveled to WMU for training in high school. That exposure, plus her interest in becoming a nurse, led her to enroll at WMU's accredited Bronson School of Nursing.

Bolinger is a student in the University's Bronson School of Nursing.

Twirling: As part of the Bronco Marching Band, Bolinger and other baton twirlers have wowed crowds whirling flaming batons and displaying other spinning skill.

The WMU band gave her a family support network before her classes even started. She also wanted to remain in the Midwest and close to her actual family including her father, Mick, and mother, Mindy, both who still live in Indiana, and older brother Briar, a pastor in South Dakota.

As a junior this year, Bolinger takes on the role of an upperclassman and someone she hopes other band members will consider an advocate, confidant and role model.

Here, she is a member of the Phi Sigma Pi and Alpha Lambda Delta national honor fraternities as well as the National Student Nurses Association. In addition to her academics, she practices twirling for the WMU band every day for two hours during the football season from August to January. And she volunteers at the trauma unit in downtown Kalamazoo at Bronson Methodist Hospital.

"I fell in love with the culture of the band, and the reputation of the nursing program speaks for itself," she says, adding she is particularly interested in the University's focus on holistic nursing, including its endorsement from the American Holistic Nursing Certification Corporation.

She traveled to Zambia as a medical volunteer to work at a rural clinic there, and she also studied abroad through WMU in South Africa. Those experiences helped her appreciate the health care needs of people in countries that have fewer resources than the United States and learn to adapt to these circumstances.

"It taught me how to think outside the box and be a critical thinker," she says. "When you're over there, you have to think of ways to get results when supplies like hand sanitizer and even gloves are in short supply. In Zambia, there are also 72 national languages. Even words like 'hello' and 'goodbye' can be hard to translate."

As she eyes graduation, Bolinger says she would like to work as a nurse in a burn unit, using her experience as an inspiration to other burn survivors. She was given that opportunity as a senior in high school at an internship at the very hospital she was treated in as a toddler.

"There was a patient who was put in the hydrotherapy room where they are scrubbing off the dead skin to decrease the risk of infection. It's one of the most painful things a person can endure," she recalls. "They told the patient about me as I was standing there, and it was the first time I had a calming effect on someone from my experience. It was as if he recognized I was standing there, and it was going to be OK."

The paradox of her twirling flaming batons drew curiosity and attention to the WMU football half-time show, which resulted in several media interviews about her story. The University halted the use of fire in the show recently to re-examine safety protocols. But Bolinger says she will continue to share her story.

"It is so typical for burn survivors to become introverted and stick with families and jobs and nothing else. I believe advocacy is key, and I have all these different platforms at the University to let people know they can get through this," she says.

Her story has inspired not only other burn victims, but friends and family members infected by her spirit and positive attitude.

"Bre is the wonderful combination of faith, family, friendships and the fire," Keiser says. "Her story was forever changed by an accident as a 3-year-old. And, consequently, who she had to become—and was allowed to become—because of the trajectory of her life, not only created an individual uniquely capable of creating triumph from tragedy but also an individual capable of impacting so many other lives because of her platform." ■

K-9 BRAX AND OSO
REPORTING FOR DUTY

K-9 Brax and K-9 Oso, both less than two-year-old male German shepherds, are the WMU Department of Public Safety's newest rookies. They're also the first and only explosive detecting dogs in WMU's home community. The dogs and their handlers, WMU officers Travis Cable and Michael Lininger, trained for three months at a facility in Taylor, Michigan, and received dual certification for both explosive detection and patrol in mid-January.

Friends: President Montgomery and Brax get to know each other.

"It has been a lot of work for the officers, but I think that they both would agree that it is a labor of love," says Public Safety Chief Scott Merlo, adding that bringing a K-9 program to WMU has been his goal since he started at the University four years ago.

The dogs also will be available to other agencies in Kalamazoo County.

"There is always an unfortunate need for explosive-detection K-9s," he says. "Most athletic events, especially football games, utilize a bomb-detection team to sweep stadiums prior to events, and there have been requests the last few years for this service."

Law enforcement agencies in Kalamazoo County and the surrounding areas already work closely together. The explosive-detection K-9 unit is "another tool in our arsenal," says Merlo. "We wouldn't be successful without the assistance of each other."

Besides explosive detection, the dual-purpose dogs will be used on patrol.

"Our goal is that the dogs will be used to enhance our community policing efforts, and the students will come to accept and love the dogs. We want our community to feel comfortable around the dogs, and we encourage them to interact with the officers," Merlo says.

The dogs live with the officers in their homes, travel with them to work and train several days a week—K-9 Oso with Officer Cable and K-9 Brax with Officer Lininger.

They have one day a week "to relax and be a normal pup a little bit and not so regimented," says Cable. "But, at the same time, his training is his play, (he) loves it. And he loves meeting new people and getting out around campus."

The dogs work as a team with the officers.

"We end up relying on each other when we are working. One example of that is bomb-detection work. Obviously, I can't smell what he can smell," Lininger says, adding that when Brax detects the odors of explosive chemicals, "his breathing changes, his whole body language changes. And I'm able to read that."

The canine rookies can be spotted with the officers as they ride in a marked police Chevrolet Tahoe that has "K-9" written on the sides and also will accompany the officers on walks so students can meet them.

The officers request that people ask if they can interact with the dogs before they approach them, though.

"It's always nice to ask first. We're definitely going to be a big part of the community, and we love to meet people... but maybe we are in the middle of working, and it's not a good time," Cable says.

More likely than not, if you ask, the handlers will allow people to approach the dogs.

"Petting is OK, and if there's something I would be concerned as a handler, I'd let you know ahead of time, especially with little children," Cable says. "Most of (the dogs') focus is going to be on the community policing aspect and trying to give a route to feel comfortable talking to police officers."

"Most people are fascinated by dogs," adds Merlo. "We want our WMU community to adopt these dogs, to approach these dogs, and to come to love them and respect them as we do."

The energetic animals were introduced to WMU President Edward Montgomery during their official start of duty in January.

"They were fantastic dogs. I really liked the chance to be able to interact with them. They had great dispositions," Montgomery says.

He notes that comfort animals have shown to have amazing psychological effects on people and make them feel relaxed and less tense.

"Having a dog with a police officer makes them more approachable. I think that's one of the benefits," adds Montgomery. "These dogs will certainly do that." ■

"We want our WMU community to adopt these dogs, to approach these dogs, and to come to love them and respect them as we do."

—WMU Public Safety Chief Scott Merlo

Next-Level Learning

The Virtual Reality Lab at WMU Libraries explores revolutionary technology as a collaborative effort

Learn more at **wmich.edu/vr/learning**

Travel the world for history class and actually see the culture. Practice surgery or accurately design a 3D car.

WMU offers significant opportunities in the areas of teaching, learning and research at one of the largest virtual reality laboratories at an institution of higher education.

The Virtual Reality Lab at WMU Libraries was started to explore this revolutionary technology as a collaborative effort of the Office of Information Technology and Waldo Library. Opening the door to broad collaborative possibilities and feeding the curiosities of varied audiences, users have experienced both the entertainment and educational side of VR content in the lab's first year.

"Libraries are in a huge state of change with technology," says Lou Ann Morgan, senior marketing specialist for University Libraries.

As an exciting, even sensory method to foster learning in the digital age, virtual reality labs have emerged as a hands-on educational tool. However, few colleges and universities have embraced the technology to the extent WMU has, Morgan adds.

With seven computer stations and three rooms in the lower level of Waldo Library, WMU's leadership in this cutting-edge area of technology and learning has been noticed across the country and even the world.

"Our sense was that this is something we needed to start now and, so far, we've been ahead of the curve," says Kevin Abbott, director of the VR development studio, who brought his vision of the VR Lab to Office of Information Technology leadership.

He adds that WMU has had inquiries from eight other colleges, including as far as Saudi Arabia.

"No other university seems to be offering the types of VR workshops we are."

Scholastic Simulation

Exposing the WMU community to virtual reality is the first step toward appreciating how it can be used in the classroom and beyond, he adds.

To take advantage of what VR has to offer, it's crucial students, faculty and instructors have the opportunity to experience it for themselves.

"If you ask educators out of the blue how VR can help them in the classroom, most don't have an answer because they have never experienced the level of immersion that our VR systems offer. But when you put a headset on them, the exposure generates a lot of creative ideas and educational opportunities," Abbott explains.

"The Virtual Reality Lab is becoming a growing environment for learning," says Leah Barton, a senior majoring in business marketing and sales with a minor in multimedia arts technology.

Many faculty members have already embraced the potential of VR. A Lee Honors College course focuses on technology in the arts and uses the VR Lab to create an experiential environment conveying a sense of place and emotion. A multimedia journalism course has 360-degree documentary video, allowing viewers more interaction.

Kathryn Wagner, WMU associate professor of theatre, brought her costume design class to the VR Lab for the first time fall semester. Students "explored" architecture from all over the world, viewing many of the buildings in 3D at street level.

"It was fun, and they were able to get out of the traditional classroom," she says. "It was also good for many of them to 'travel' to these locations, as not all students have the ability to travel in person. I definitely plan to bring the class to the VR Lab in the future and hope to find other ways to use the lab for other classes, as well."

WMU student Leah Barton of Troy, Michigan, was the first student employee to work in the lab and has seen its popularity and usefulness grow.

"The Virtual Reality Lab is becoming a growing environment for learning," says Barton, a senior majoring in business marketing and sales with a minor in multimedia arts technology.

"More and more students, faculty and staff are becoming aware of the possibilities that they can create from implementing the technology in their education plans."

She adds she is excited to be on the forefront of VR use at the University.

"Western Michigan University is a forerunner in virtual reality being used for education," she says. "As an industry that has only begun to scratch the surface of things it can achieve, I am proud to be a part of the growing potential it has to shape the future."

Community groups also have taken advantage of the local resource, sponsoring summer programs such as the Kalamazoo County Parks and Recreation "All Things Possible" Program, IT Girl Conference, library staff competitions and an autism program.

During spring semester, the lab is planning more workshops, a series of online videos and greater outreach to faculty members.

The VR Advantage

"Imagine walking into a 14th-century manuscript virtually, or a map growing into a 3D space that was just plotted from your research data in layering geospatial software. These are some of the possibilities for teaching and learning," says Scott Russell, library IT director and co-director of the lab.

"The potential is extremely broad," adds Abbott. "VR is a new form of media that holds incredible promise in fields across the educational spectrum."

With seven stations and more than 45 titles on each workstation, students, faculty and the public choose from such topics as 3D modeling and art, nursing procedures simulation, 3D tours of destinations around the globe during present day or historical settings—and some surreal, such as a simulation of being an unborn fetus inside the womb.

Of course, there are also games. Users can train for a mission as a super spy or as a space pirate, fly like an eagle over Paris in the future, go rock climbing or fight zombies.

But don't assume gaming is a sedentary and solitary pursuit. Russell says the stereotype of a person sitting on a couch in the basement is far from the truth.

"Some of the games are so physical that we had to put a fan in the main room to keep it cool," he says. "The default is to look at gaming as unhealthy. But there's another piece—there are collaborations and people reaching out to other people to play as a team. The goal of these entertainment titles is to inspire creativity." ■

Why I Give

WMU is fortunate to receive contributions from alumni, friends, faculty and staff, which is critical to helping the University carry out its mission to provide an exceptional education. In this and future issues, the W Magazine will spotlight the generosity of the University's supporters.

The story begins in 1985, on a fall morning, when Rob Vaughan was a senior at WMU. He woke up and realized he wasn't going to graduate on time and decided to seek help from an advisor. That advisor got him back on track with a course schedule plan, and the next semester, Vaughan received his degree and entered the tech world.

As an alumnus, he admits he struggled with academic motivation when he was student.

"Without a degree, you're very limited on entry-level jobs," he says. "I just feel so grateful that the school had the right people in place to look at someone like me, and say 'I can help this kid.' They saw something in me that I didn't even see in myself at the time, and that's the kind of student we want to help."

After graduating, he continued to pay attention to his alma mater, but wasn't intricately involved with the University. He'd watch bowl games and follow other athletic teams, take a drive through campus when visiting Kalamazoo, read about University news that interested him, but he never really took a closer look. It was after a WMU staff member connected him with the Alpha Program that Vaughan decided he wanted to do more.

The mission of the Alpha Program is to help first-year students develop the skills, behaviors and attitudes that lead to college success. Upon enrolling at WMU, Alpha students become part of a community with their peers, student mentors, and supporting faculty and staff. In 2017, the program served more than 200 students and saw an over-90 percent first-semester retention rate, signaling its success.

The program appealed to Vaughan because he felt it resonated with his own personal experience as a student. So, he came back to campus, spoke to some Alpha students and encouraged them to get their degrees. His involvement showed them a road map for success, despite some challenges academically. This led to supporting the program through contributions, which started small, but grew over the years.

"After my first few contributions, I began to get emails about specific students who couldn't afford their books or needed extra money for tuition, and that I could help this particular student succeed," Rob says. "I don't even know who this person is, but if they can't afford it, I want to help."

It was then that he realized he could have a direct impact on another person's future by donating to a higher education institution, and he sat down with his wife, Cindie, to talk about doing more.

"The idea that I could channel a gift to something I believed in and that it could be meaningful to a specific student really appealed to me," Vaughan says. "There are a lot of great causes out there, but it can be impersonal. I know exactly what my gift is doing for the Alpha Program."

The couple decided to create the Vaughan Family Alpha Scholarship, which is awarded to a student who is finishing his or her first year in the program. The assistance is an encouragement to keep working hard in and out of the classroom.

"I really love the idea of getting past the first year and getting a little push for the second year," Cindie Vaughan says. "College is hard. That extra help can show that you're not alone and that someone cares about you. It feels good to know you're helping someone."

Vaughan graduated in 1986 with a Bachelor of Science in Business Communication. He is currently President of CRM Workforce Solutions in Indianapolis. ■

Rob Vaughan knew he wanted to give back, and he knew he wanted to help a student succeed at Western Michigan University. Connecting with WMU's Alpha Program and speaking to students involved with it became the inspiration for Rob and his wife, Cindie, to establish a scholarship. Now, the Vaughan Family Alpha Scholarship is making a meaningful difference in the lives of students.

Classnotes

Send submissions to: teresa.ventimiglia@wmich.edu. Include your name (first, middle, last, maiden), degree(s), year(s) graduated and a daytime phone number by which we can reach you. We will publish photos as space permits.

George R. Portfleet, BA '59, MA '63, is the author of a new book titled, "Peace, It's a Holy Spirit Thing," published by Covenant Books.

Glen Townsend, BBA '60, is a transportation director for Golden Star Chinese Take Out and Delivery in Lake Park, Florida.

Jerry L. Schwallier, BBA '70, MBA '75, is the vice chairman and managing director for Miller Capital Corp., an affiliate of The Miller Group, based in Scottsdale, Arizona.

Mike Turner, BBA '70, is a project consultant in the professional services department for B & L Information Systems in Bridgman, Michigan.

Harvey Hoffman, BS '72, was presented with the Trailblazers Tribute award by H.O.P.E. Through Navigation, for his effort to create and preserve the Drug Treatment Court in Kalamazoo.

Gary Ellis, BS '74, MA '81, has retired as the boys' tennis coach for Allegan (Michigan) High School. He also taught history and mathematics and served stints as athletic director.

Dennis Martin, BS '75, has retired after 44 years in radio broadcasting. He began his career as a student announcer on WMUK, then joined Kalamazoo's Fairfield Broadcasting, where he worked for 30 years, followed by 10 years with Midwest Broadcasting as general manager for WIN 98.5 WNWN in Battle Creek, Michigan. Martin performs with the Smallmouth band raising funds for area nonprofit organizations.

Carole Hunnes-Nielsen, BS '78, MA '82, recently exhibited her artwork titled "Changing Season" at the Leep Art Gallery at the Postma Center on the Pine Rest Christian Mental Health Services campus in Grand Rapids, Michigan.

Ron Hundzinski, BBA '81, is the executive vice president of finance for Tenneco Inc., based in Lake Forest, Illinois.

Ron Thomas, BS '81, is vice president of safety for American Airlines.

Randall King, BS '82, is executive vice president and chief operating officer for The Dow Hotel Company, a Seattle-based hotel owner.

Michael McCready, BS '83, is the economic development director for Oakland County, Michigan.

Mitch Wilson, MBA '85, has been recognized as the 2018 Golf Association of Michigan's Senior Men's Player of the Year. He is Kalamazoo College men's golf coach.

Peter Nezamis, BS '86, has been promoted to brigadier general and was chosen to lead the Illinois Air National Guard.

Christine Kay (Walker) Urish, BS '89, MS '93, is professor of occupational therapy and doctoral capstone coordinator for Drake University in Des Moines, Iowa.

Sean McCann, BA '93, was elected to Michigan's Senate 20th District.

Tracie Pueschel, BS '93, MA '02, is the 2018 recipient of the John E. Oster Award for Teacher Recognition by the Sturgis Rotary Club. She is a teacher at Wenzel Elementary School in Sturgis, Michigan.

Todd Jacobs, MBA '94, is the president and chief executive officer for the Muskegon County (Michigan) Community Foundation.

Alan Maciag, BS '96, is the chief of police for the city of Northville, Michigan.

Amanda Price, MPA '96, is the Ottawa County (Michigan) treasurer.

Rebecca Sterchi, BBA '96, is an employee benefits consultant for MJ Insurance in Carmel, Indiana.

Jason R. Russell, BA '97, has been promoted to president of Firestorm Solutions, LLC, a crisis and risk management firm headquartered in Roswell, Georgia.

Amy Feldman, BBA '97, is the senior executive vice president of sales for Lifeway Foods Inc. in Morton Grove, Illinois.

Scott Henkel, BA '97, is the new director of the Wyoming Institute for Humanities Research at the University of Wyoming in Laramie.

Tim Nelson, BBA '98, is the new chief of staff for U.S. Congressman Ed Case of Hawaii's 1st District.

Laura Dodd, BA '99, is a trustee for the Huron Valley School Board in Oakland County, Michigan.

Heather Lombardini, MPA '99, has been promoted to president and partner for Sterling Corp., a Lansing-based public relations agency.

Andrew Robinson, MA '01, is the chief executive officer for Mosaic Christian Community Development Association in Benton Harbor, Michigan.

Schaeffer

Alex Schaeffer, BBA '01, has been promoted to partner in the audit and assurance services practice for Kruggel Lawton CPA, an accounting and business advisory firm, in its St. Joseph, Michigan, office.

Christy Conn, BBA '03, is a trustee for the Howell (Michigan) Public Schools Board of Education.

Kallie Noble, BS '03, is the head women's volleyball coach at Nicholls State University in Thibodaux, Louisiana.

Jeffrey Dornbos, MDA '04, is a shareholder in Grand Rapids-based Smith Haughey Rice & Roegge. His practice focuses on commercial, employment, appellate litigation and professional liability defense.

Kristopher Seats, BA '04, has been promoted to sergeant of investigations for the Luna County (New Mexico) Sheriff's Office.

Cheri Bell, BS '05, has been elected to the Oshtemo Township (Michigan) Board of Trustees.

Troy Butler III, MBA '06, has been promoted to market executive for ChoiceOne Bank's Grand Rapids, Michigan, location.

Whitney Herrington, BBA '08, is executive vice president and chief operating officer for the Leadership Conference on Civil and Human Rights and The Leadership Conference Education Fund in Washington, D.C.

Kelly Roudebush, MPA '08, is the first woman to become chief of police for Michigan State University.

Dawn DeLuca, MM '11, was elected to the Kalamazoo Valley Community College Board of Trustees.

Nathan Perez, BA '11, is a police officer for Sterling Heights, Michigan.

Laura A. Sulla, BBA '11, has been promoted to general manager for Olympic Steel in its Detroit division.

Brian Taylor, BS '11, is the environmental educator for the North and South Rivers Watershed Association in Norwell, Massachusetts.

Aleah (Nalewick) Titus, BBA '11, was recognized by Thomas, a data, platform and technology company, as its first NextGen for Industry award recipient. She is a local product group supply chain manager for ABB, an international industrial electrical technology corporation based in Switzerland.

Travis Grimsley, BS '12, is the director of maintenance for Duncan Aviation in Battle Creek, Michigan, and now part of the senior management team.

Amanda Nordgren, DA '12, is an audiologist for the Essentia Health-Duluth Clinic in Duluth, Minnesota.

Tray Crusciel, BS '14, is the athletic director for Lakeview High School in Battle Creek, Michigan.

High

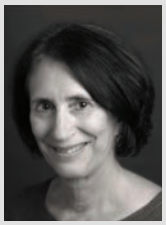
Matthew High, BA '15, is an associate for Plunkett Cooney in its office in Bloomfield Hills, Michigan.

Braden Strayer, BS '15, is the co-owner of the new vegan-friendly coffee shop, Rose Gold Coffee Company, in Kalamazoo.

Rebeca Tani, BA '18, is a police cadet for the Battle Creek (Michigan) Police Department.

The Half-Life of Everything

(Bancroft Press, 2018)


Gang

The debut novel of alumna Deborah Carol Gang is a modern study of love and marriage. Her characters David and Kate are happily wedded fiftysomethings when Kate is diagnosed with early onset Alzheimer's disease. David has never been unfaithful, but after several years of losing Kate more each day, he wonders: What is a married widower supposed to do?

Two strong-willed women intervene and everyone finds themselves making unexpected choices. Can any marriage withstand the transformation of one partner into someone who is lost? When does a marriage end?

"The Half-Life of Everything" places David in the unwelcome situation of loving two women. Must he be the good and faithful husband he's always been, or is he deserving of a second chance? The novel not only explores love and marriage, but friendship, the overlooked foundation of both romantic and everyday life.

Gang, fellow alumna Bonnie Jo Campbell and other writers will offer readings from their works at the Kalamazoo Public Library at 7 p.m. Thursday, April 25.

A practicing psychologist and therapist for 30 years, Gang earned a master's degree in psychology from WMU in 1977. Today, she writes full time and makes her home in Kalamazoo.

Million-Dollar Moments and the Amazing Professionals Who Helped Make Them Possible

(The University of Toledo Press, 2018)

Markoff

With a foreword written by Denise DeBartolo York, owner of the San Francisco 49ers, Dr. Rick Markoff's book tells the stories of 18 resource development professionals and nonprofit CEOs.

It reviews how these individuals made their career choices and also explores the hoops they went through to become leaders in their field. More importantly, the book delves into how these development professionals garnered their first million-dollar gifts—or their most impactful million-dollar gifts—and what these generous contributions meant to the organizations that benefited, and the lessons learned from procuring each gift.

Markoff is a 1968 WMU graduate who earned a bachelor's degree in speech. He also served as a director of alumni relations at WMU in the early 1970s and today lives in Carmel, Indiana.

In **Memoriam**

Dorothy E. (Werner) Bauer, BA '43, Jan. 16, 2019, Muskegon, MI

Alice L. (Peterson) Hankla, BS '43, Oct. 29, 2018, San Bernardino, CA

Lucille I. (French) Arey, BA '46, Nov. 15, 2018, Union City, MI

Freda Olive (Brandt) Smith, BA '46, Sept. 23, 2018, Galesburg, MI

Delores Arlene Wolff, TC '46, Dec. 15, 2018, Manchester, MI

Louise L. (Conklin) Rice, BA '47, Oct. 14, 2018, Kalamazoo

Joyce (VanDyke) Cote, RC '48, Jan. 16, 2019, Holland, MI

Robert G. Reid, BS '48, Nov. 13, 2018, Romeo, MI

Jack Ryan, BA '48, Sept. 28, 2018, Royal Oak, MI

Jewel D. (Tueling) Watson, BS '48, Oct. 8, 2018, Royal Oak, MI

Alice (Swenson) Bennett, BS '49, Jan. 27, 2019, Muncie, IN

Paul Joseph Galbreath, BS '49, Dec. 12, 2018, Frankfort, IN

Robert B. Glenn, BA '49, Dec. 9, 2018, Chelsea, MI

Carol Louise Hyatt, BS '49, Dec. 6, 2018, Louisville, KY

Yvonne O. (Svoboda) Spring, BS '49, Oct. 18, 2018, Grand Rapids, MI

Bruce D. Chase, BS '50, Nov. 20, 2018, Plymouth, MN

Janyth Ann Pomerville, BS '50, Nov. 23, 2018, LaSalle, MI

Kenneth I. Pratt, BS '50, Nov. 27, 2018, Kalamazoo

Herschel Victor Bray, BS '51, Nov. 10, 2018, Falls Church, VA

Thomas R. Calkins, BS '51, Nov. 26, 2018, Bradenton, FL

Homer F. McKindley, BS '51, Oct. 1, 2018, Waukesha, WI

Byron V. Parshall, BS '51, Oct. 5, 2018, Mishawaka, IN

Jack W. Sinclair, BS '51, Nov. 21, 2018, Highland, MI

Loretta M. (Jurczak) Blank, BS '52, Sept. 20, 2018, Lansing, MI

Jack P. Gridley, BS '52, MA '61, Nov. 10, 2018, Fountain Hills, AZ

Marjory L. (Jackson) McDowell, TC '52, Oct. 1, 2018, Lake Odessa, MI

Phyllis D. (Chapman) Blake, BA '53, Nov. 4, 2018, Grand Haven, MI

Norman H. Bradley, BM '53, Oct. 21, 2018, Grand Rapids, MI

Howard Russell Reece, BS '53, Nov. 26, 2018, Muskegon, MI

Pauline S. VanderLeest, BS '53, TC '55, Dec. 8, 2018, Grand Rapids, MI

Valerie M. (Horon) Boelcke, BA '54, Nov. 9, 2018, Buchanan, MI

Douglas E. Halverson, BS '54, MA '59, Jan. 6, 2019, Upland, CA

Roy G. Laskowski, BBA '54, Nov. 25, 2018, Ramona, CA

Carol A. (Black) Carpenter, BS '55, Dec. 29, 2018, Venice, FL

Fred D. Richardson Jr., BS '55, Nov. 27, 2018, San Diego, CA

Daniel R. Smith, BBA '55, Nov. 10, 2018, Kalamazoo

Gwendolyn Hollar, BS '56, Dec. 19, 2018, Harbor Springs, MI

Mary M. (Miller) Johnson, BA '56, Sept. 18, 2018, Escanaba, MI

Howard C. Perron, BS '56, MA '57, Nov. 15, 2018, Big Rapids, MI

John E. Arnold, BS '57, MA '63, Jan. 30, 2019, Three Rivers, MI

Lola P. Gross, BA '57, MA '62, Dec. 3, 2018, Three Rivers, MI

Kenneth F. Katz, BBA '57, Jan. 13, 2019, Battle Creek, MI

Dale Jerry Meinzinger, BBA '57, MA '62, Sept. 16, 2018, Kalamazoo

Donald E. Rutherford, BS '57, Jan. 20, 2019, Galesburg, MI

Nancy L. (Kivisaari) Sannar, BA '57, Jan. 18, 2019, Livonia, MI

Patricia Ann DeWeese, BA '58, Oct. 30, 2018, Littleton, CO

Allen Harry Hof, BA '58, Nov. 23, 2018, San Antonio, TX

Wilfred E. Holman, BS '58, Oct. 21, 2018, The Woodlands, TX

Gerald L. Howe, BS '58, Nov. 23, 2018, Monroe, MI

Clyde Kellay Jr., BA '58, Sept. 17, 2018, Salem, OR

William E. Lambright, BBA '58, Oct. 19, 2018, Portage, MI

Marilyn H. MacKellar, BM '58, Dec. 2, 2018, Decatur, MI

Thomas A. Polan, BS '58, MA '65, Oct. 4, 2018, Wheaton, IL

Roger K. Sexton, BS '58, Sept. 21, 2018, Kalamazoo

Ann (Fenning) Southerton, BS '58, Nov. 30, 2018, Kalamazoo

Raymond F. Boyle, BS '59, Dec. 7, 2018, Farmington Hills, MI

Charles E. Doornbos, BS '59, Sept. 29, 2018, Douglas, MI

Patricia (Longcore) Eby, TC '59, Sept. 16, 2018, Baldwin, MI

Marlene Reno Johnson, BA '59, Sept. 29, 2018, Venice, FL

David E. Osmun, BA '59, Jan. 30, 2019, Portage, MI

Michael J. Bodi, BBA '60, MA '62, Nov. 2, 2018, Louisville, KY

Ronald J. Voelker, BBA '60, Sept. 23, 2018, Battle Creek, MI

Dallas W. Weybright, BS '60, Oct. 16, 2018, The Villages, FL

Paul R. Williams, BBA '60, MA '62, Oct. 13, 2018, Sun City West, AZ

Lorna T. (Zubris) Chapman, BA '61, MSLS'72, Nov. 10, 2018, Belleair, FL

David C. Hansen, BBA '61, MBA '67, Oct. 29, 2018, Grand Rapids, MI

William N. Herold, BM '61, Dec. 5, 2018, East Grand Rapids, MI

Daniel D. Kehoe, BS '61, Oct. 15, 2018, Royal Oak, MI

Maurice J. MacCartny, BS '61, Sept. 21, 2018, Portage, MI

Karen A. (O'Brien) Norton, BS '61, Jan. 3, 2019, Wayne, MI

Henry E. Rolfe, BBA '61, Nov. 8, 2018, Troy, MI

Joyce A. Shears, BS '61, MA '69, Oct. 20, 2018, Phoenix, AZ

Marilee Jeanne Steward, BS '61, Dec. 7, 2018, Ionia, MI

Elaine M. (Mosny) Alexander, BS '62, Jan. 28, 2019, Peoria, IL

Frank Jerold Brye, BBA '62, Jan. 21, 2019, Zionsville, IN

Nancy A. Frye, SC '62, Oct. 9, 2018, Homer, MI

James H. Hall, BA '62, MA '64, Jan. 2, 2019, Onaway, MI

Betsy L. (Thomas) McOmber, BS '62, MA '66, Dec. 24, 2018, Sarasota, FL

Richard A. Muller, BBA '62, Sept. 28, 2018, Battle Creek, MI

Frederick T. Petroskey, BA '62, Nov. 17, 2018, New London, NH

Judith Jay Spare, BA '62, Oct. 6, 2018, Los Angeles, CA

Ronald B. Stephens, BBA '62, Nov. 7, 2018, Portage, MI

James A. Cousins, BBA '63, Dec. 1, 2018, Kalamazoo

Bettie L. Goodman, BS '63, MA '68, Oct. 25, 2018, Flint, MI

Donna K. (Shidler) Kaarlie, TC '63, BS '65, Oct. 5, 2018, Allegan, MI

Erling R. Oelz, BA '63, Nov. 15, 2018, Missoula, MT

Richard L. Spalding, BBA '63, Sept. 25, 2018, Valrico, FL

Wayne J. Foreman, BBA '64, Oct. 31, 2018, Raleigh, NC

Jean I. (Farrier) Gibson, BS '64, TC '57, Oct. 14, 2018, DeWitt, MI

Katherine E. (Morris) Langworthy, MA '64, Oct. 21, 2018, Three Rivers, MI

John R. Light, TC '64, Oct. 11, 2018, Kalamazoo

Kenneth P. VanderPloeg, BBA '64, Oct. 10, 2018, New Port Richey, FL

Ronald C. Wilcox, BS '64, MA '66, Sept. 28, 2018, DeWitt, MI

Elizabeth J. (Graham) Christensen, BS '65, MA '70, Dec. 24, 2018, Battle Creek, MI

Rosalie G. (Hiemstra) Cornes, BS '65, Oct. 20, 2018, Nehalem, OR

Ninabelle Fuhlenbrock, MA '65, Jan. 4, 2019, Bloomington, IL

Theodore C. Garneau, BS '65, Oct. 29, 2018, Kalamazoo

Nancy C. (Magowan) Hardy, BA '65, Sept. 25, 2018, Saint Ignace, MI

Ronald L. Heath, BS '65, Sept. 20, 2018, Kalamazoo

Ilene R. (Pastoor) Magee, MA '65, Oct. 22, 2018, Grand Rapids, MI

Ronald A. Merrill, BS '65, MA '75, Sept. 16, 2018, Allegan, MI

Emma Jean Pagliai, MA '65, Jan. 9, 2019, Kalamazoo

Pamela Lee (Wear) Wells, BA '65, Dec. 24, 2018, Holland, MI

Aneita K. (Mitchell) Allen, MA '66, Dec. 19, 2018, Butler, IN

Brenn E. Arklie, BBA '66, Jan. 2, 2019, Sturgis, MI

Daniel L. Bradshaw, BS '66, Oct. 23, 2018, Plainwell, MI

Nancy J. (Kozminske) Coole, BS '66, Oct. 11, 2018, Belvidere, IL

Sandra J. (Kragt) Elfring, BA '66, MA '71, Dec. 2, 2018, Kalamazoo

Judith C. (Conant) Andrew, BA '67, Oct. 17, 2018, Richardson, TX

Douglas E. Brigham, BS '67, MA '69, Nov. 13, 2018, Kalamazoo

Mary L. Conterio, BS '67, Dec. 4, 2018, Marenisco, MI

Lyndon L. Cronen, BS '67, Jan. 27, 2019, Portage, MI

Raymond C. Dennis, BBA '67, Dec. 12, 2018, Clawson, MI

Carl W. Edmunds, BS '67, Oct. 18, 2018, Midland, MI

Patricia M. (Foley) Klammer, BS '67, Nov. 29, 2018, Denton, TX

Arthur D. Vlahon, BS '67, MA '74, Oct. 19, 2018, Flushing, MI

Rolfe L. Wells Sr., BA '67, Nov. 11, 2018, Dowagiac, MI

Gordon B. Williams, MA '67, Oct. 6, 2018, Traverse City, MI

Paul Thomas Beebe, MA '68, Nov. 17, 2018, Sheffield Lake, OH

Ronald D. Crampton, BS '68, Nov. 28, 2018, Saginaw, MI

Francis A. Foley Jr., MBA '68, Oct. 4, 2018, Kalamazoo

James R. Goldsworthy, BS '68, Jan. 19, 2019, Fort Gratiot, MI

R. Ruth (Ornee) Gritter, BS '68, MA '70, Sept. 21, 2018, Grand Rapids, MI

Howard T. Major, BA '68, MA '75, EdD '80, Nov. 7, 2018, Loveland, CO

Paul K. McCormick III, BS '68, Jan. 23, 2019, Long Beach, IN

Clarence "Larry" W. Bagans Jr., BBA '69, Dec. 13, 2018, Grosse Ile, MI

Nancy J. (Travnik) Rehm, BS '69, Sept. 21, 2018, Venture, CA

Bernice Scozzafave, BBA '69, BS '71, Jan. 18, 2019, Brimley, MI

Richard J. Simon, BS '69, Oct. 18, 2018, Grand Blanc, MI

Richard V. Yenchesky, BS '69, Jan. 16, 2019, Wallace, MI

Theodore L. Alverson, BBA '70, Nov. 28, 2018, Inkster, MI

Susan E. (Bair) Brower, BA '70, Dec. 31, 2018, Kalamazoo

Foster S. Buchtel, MBA '70, Jan. 18, 2019, Cuyahoga Falls, OH

Ronald M. Coville, BA '70, MA '71, Sept. 21, 2018, Kalkaska, MI

Barbara A. (Harnevious) Crouch, BA '70, Jan. 21, 2019, Mequon, WI

Linda D. (Aldrich) Linn, BS '70, Nov. 7, 2018, Interlochen, MI

Bruce J. Ming, MA '70, Oct. 16, 2018, Holland, MI

Gareth J. Nicholson, BS '70, Nov. 15, 2018, Cary, NC

John Regas, BS '70, Jan. 6, 2019, Battle Creek, MI

Mark Kellogg Young, BS '70, Nov. 13, 2018, Meridian, ID

Mary E. Zonyk-Wagar, BS '70, MA '76, Jan. 24, 2019, Palmer, AK

Judy A. DeRuyter, BA '71, MA '78, SPE '86, Dec. 8, 2018, Pierson, MI

Vicki Dale Marcy, BA '71, Nov. 20, 2018, Bullhead City, AZ

Nadine Anne Maybourne, BA '71, Jan. 14, 2019, Pleasant Lake, MI

David A. Meagher, BS '71, Nov. 11, 2018, Milford, MI

Stephen D. Sneed, BS '71, MA '72, Oct. 28, 2018, Pittsfield, MA

Rober Kim Barringer, BS '72, Jan. 15, 2019, Grand Rapids, MI

Daniel J. Bassford, BS '72, Oct. 10, 2018, Fort Mill, SC

Larry C. Hoikka, BS '72, Oct. 26, 2018, Kalamazoo

Linda G. Leutzinger, BA '72, MA '94, Oct. 11, 2018, Schoolcraft, MI

Stuart B. Mortensen, BS '72, Oct. 20, 2018, Rockford, MI

James D. Munson, BS '72, Sept. 28, 2018, Sumter, SC

Leo A. Zabinski, EdD '72, Oct. 14, 2018, Okatie, SC

Richard "Dik" Deary, BS '73, MA '76, Oct. 3, 2018, Kincheloe, MI

David James Drumm, BS '73, Jan. 23, 2019, Monroe, MI

Donald E. Grashorn, BS '73, Dec. 2, 2018, Alto, MI

James A. Stewart, BA '73, MSLS'84, Oct. 15, 2018, Ludington, MI

Richard D. Verleger, BA '73, Oct. 23, 2018, Bonita Springs, FL

Osta Halim Abou-Rejaili, BS '74, MA '76, Dec. 9, 2018, Bhamdoun, Lebanon

Tomio Anderson, BM '74, Nov. 21, 2018, Kalamazoo

John L. Bueche, BA '74, MBA '81, Jan. 4, 2019, Sarasota, FL

Susanna Christman, BS '74, MA '80, Dec. 3, 2018, Allegan, MI

Conrad R. Krapf, BS '75, Nov. 6, 2018, Kalamazoo

Paula J. Walker, MSLS '75, Jan. 18, 2019, Portage, MI

Geraldine M. Apostle, BA '76, Dec. 30, 2018, Manhattan Beach, CA

Ralph P. Catania, BS '76, MA '82, Sept. 18, 2018, Benton Harbor, MI

Marie (Clark) Combs, MA '76, Nov. 1, 2018, Kalamazoo

Lois V. (Wilson) Page, BS '76, Dec. 4, 2018, Middleville, MI

Ralph Woods, BA '76, MA '82, Jan. 6, 2019, Kalamazoo

Simon Carter, BS '77, Sept. 17, 2018, Saginaw, MI

Gerard R. Gaydos, BS '77, MA '80, Dec. 27, 2018, Garden City, MI

Ernest Timothy Hicks, BBA '77, Nov. 15, 2018, Joliet, IL

Terry W. Keck, BS '77, Sept. 24, 2018, Ann Arbor, MI

Rose M. Martin, MSLS '77, Nov. 13, 2018, Grand Rapids, MI

Candace (Clark) Seizert, MA '77, Dec. 13, 2018, Bloomfield, MI

Charles B. Winters Jr., BBA '77, Oct. 31, 2018, Clawson, MI

Vincent N. Scalese Jr., EdD '78, Jan. 6, 2019, Plymouth, NH

Mary Irwin Brown, MA '79, Jan. 18, 2019, Hastings, MI

Michael J. Burns, BBA '79, Dec. 10, 2018, Surprise, AZ

Cynthia J. George, BS '79, Nov. 1, 2018, Grand Rapids, MI

Linda Diane Vite, BA '79, MA '84, Nov. 15, 2018, South Bend, IN

Carolyn S. (Strawn) Bristol, MSLS '80, MA '75, Jan. 13, 2019, Kalamazoo

Alice E. (Norman) Domine, BS '80, Sept. 18, 2018, Niles, MI

Charles A. Perlos, BS '80, Jan. 31, 2019, Jackson, MI

Terrence J. Burghardt, BBA '81, Nov. 29, 2018, Kalamazoo

Dennis S. Moore, BS '81, Nov. 9, 2018, Haslett, MI

Keith E. Small, BA '81, Dec. 6, 2018, London, UK

Roger L. Hartz, EdD '82, Nov. 22, 2018, Albuquerque, NM

Catherine A. Murphy, MBA '82, Nov. 22, 2018, Keego Harbor, MI

Carolyn VanderVeen, MA '82, Jan. 20, 2019, Muskegon, MI

Judith A. Barber, MA '83, Nov. 3, 2018, Grand Rapids, MI

Mary E. Gibbons, BS '83, Oct. 25, 2018, Bloomingdale, MI

Eric B. Waber, BBA '83, Dec. 6, 2018, Farmington Hills, MI

Patricia A. (Peterson) Haag, BS '84, Dec. 31, 2018, Pompano, FL

Debra L. (Stocken) Frey, BS '85, Sept. 21, 2018, Battle Creek, MI

Sue A. Keagle, MA '85, Sept. 19, 2018, Adrian, MI

Timothy L. Reed, BBA '85, Nov. 24, 2018, Three Rivers, MI

Nina K. Ainslie, BS '86, Dec. 4, 2018, Battle Creek, MI

Steven E. Belson, BS '86, Oct. 29, 2018, Ceresco, MI

John W. Glasgow, BA '86, MA '95, Nov. 14, 2018, Allegan, MI

Catherine S. Mullins, MS '86, Oct. 19, 2018, Hudson, OH

Anthony M. Salvadore, BS '86, Nov. 16, 2018, Partlow, VA

Anne E. (Sorlie) Thompson, BS '86, MA '90, Nov. 29, 2018, Kalamazoo

Suzanne E. Wolfe, BA '86, MA '90, EdD '98, Dec. 23, 2018, Plainwell, MI

Shirley A. (Owens) Bennett, MSW '87, Nov. 9, 2018, Rochester Hills, MI

Richard A. Smigiel, BBA '87, Oct. 19, 2018, Kalamazoo

Mary J. (Martin) Johnson, MA '88, Sept. 22, 2018, Lindon, UT

Joanne M. Kraska, MSW '88, Jan. 26, 2019, Portage, MI

Jennifer J. (Surprenant) Seifferly, BA '89, Oct. 19, 2018, Bay City, MI

Zita A. Varnelis, BS '89, Dec. 29, 2018, Cleveland, OH

Lynn R. (Searle) Bonynge, MA '90, Sept. 29, 2018, Battle Creek, MI

John W. Shonka, BS '90, Sept. 16, 2018, Port Huron, MI

Chris L. Drewek, BS '91, Sept. 23, 2018, Coldwater, MI

Arthur B. Bishop, BBA '92, Dec. 5, 2018, Verona, WI

Sharon L. (Tuinstra) Hickman, BS '95, Sept. 25, 2018, Richland, MI

David Ernest Pearson, MA '95, Dec. 6, 2018, Grand Haven, MI

Craig James Simon, BS '95, Nov. 25, 2018, Fowlerville, MI

Kev Foley, BBA '96, Sept. 17, 2018, Saline, MI

Krista L. Munsch, BA '96, Oct. 21, 2018, Grapevine, TX

Taffney A. Brashers, BS '97, Sept. 16, 2018, Louisville, KY

Sherri L. Major, BS '99, Oct. 19, 2018, Battle Creek, MI

Christopher C. Zank, MS '00, Sept. 30, 2018, Nolensville, TN

Filipa Lamoine Jones, MA '01, Nov. 28, 2018, Grand Rapids, MI

Judy M. Rittenburg, BA '01, Sept. 28, 2018, Lansing, MI

Geoffrey F. Fillar, MBA '02, Nov. 12, 2018, Kalamazoo

Richard Earl Such, MM '03, Nov. 26, 2018, Salem, OR

Rita A. Franks, BA '04, Jan. 13, 2019, Ruston, LA

Nathan W. Hurt, BA '06, Oct. 20, 2018, Flat Rock, MI

Joyell B. King, BS '08, Oct. 17, 2018, Byron Center, MI

Sharon Ann Kyllo, MA '11, Nov. 1, 2018, Denver, IA

Lindsey A. (Cox) Schier, MA '11, Oct. 27, 2018, Burlington, IA

Faculty

James W. Burns, professor emeritus of teaching, learning and leadership, Dec. 24, 2018, Kalamazoo

Arthur E. Falk, professor emeritus of philosophy, Dec. 11, 2018, Kalamazoo

June France, assistant professor emerita of directed teaching, Nov. 11, 2018, Marcellus, MI

John "Mick" Hanley, associate professor emeritus and chair of the Department of Speech, Language and Hearing Services, Feb. 11, 2019, Scotts, MI

Shashichand F. Kapoor, professor emeritus of mathematics and statistics, April 20, 2019, Kalamazoo

Jess Morgan, professor emeritus of education and professional development, Aug. 17, 2018, Orem, UT

James C. Petersen, professor emeritus and associate dean of the College of Arts and Sciences, Dec. 4, 2018, Julian, NC

Donna Schumann, assistant professor emerita of biology and biomedical sciences, Oct. 11, 2018, Milwaukee, WI

Doris Smith, professor emerita of occupational therapy, Nov. 10, 2018, Scotts, MI

Nancy Y. Stone, associate professor emerita of English, Nov. 21, 2018, Venice, FL

Robert Wyman, assistant professor emeritus of health, physical education and recreation, Oct. 27, 2018, Kalamazoo

Roger Zabik, professor emeritus of health, physical education and recreation, Oct. 19, 2018, Kalamazoo

Correction to the last magazine:

Walter Brunhumer was listed as Joseph Brunhumer

Professor emeritus of history, March 15, 2018, Prescott, AZ

WESTERN MICHIGAN UNIVERSITY
1903 W Michigan Ave
Kalamazoo MI 49008-5433

NON-PROFIT
U.S. POSTAGE
PAID
WESTERN MICHIGAN
UNIVERSITY

All smiles: Students at International Academy at Hull in Benton Harbor, Michigan, were just beginning their day when this hallway moment was captured. Helping to educate these youngsters are WMU's own students from the College of Education and Human Development.